DOCUMENT RESUME

ED 417 619 HE 031 048

TITLE	Women and Management in Higher Education. CHESS Workshop (Colombo, Sri Lanka, January 5-11, 1997).
INSTITUTION	University Grants Commission (Sri Lanka).; Commonwealth Secretariat, London (England).
PUB DATE	1997-01-05
NOTE	47p.; For the second CHESS workshop, see HE 031 047.
AVAILABLE FROM	Commonwealth Secretariat, Education Department, Human Resource Development Division, Marlborough House, Pall Mall, London SW1Y 5HX, England, United Kingdom.
PUB TYPE	Collected Works - Proceedings (021) -- Opinion Papers (120)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Responsibility; Change Strategies; *College Administration; *Foreign Countries; Governance; Higher Education; *Leadership Training; *Management Development; Organizational Change; Professional Training; Research Skills; *Researchers; Skill Development; Staff Development; *Women Administrators
IDENTIFIERS	*British Commonwealth

ABSTRACT

The Commonwealth Higher Education Support Scheme (CHESS) 1997 Workshop was designed to promote the professional development of women in leadership positions in higher education. Participants were drawn from senior university academics and administrators from five countries: Bangladesh, India, Malaysia, Pakistan, and Sri Lanka. Specific objectives of the workshop included: evaluating and adapting to the local context the training materials produced in previous CHESS workshops; exploring the relationship between process and content when planning training programs for women in higher education management; providing the theoretical basis to support development programs for women managers, academic leaders, and researchers; and promoting skill development for organizing training programs for different institutions and regions. Workshop sessions focused on: principles of group training; managing professional and social roles and the home-work interface; personal attributes of a leader, academic culture and the context of leadership; the place of research in individual careers; and actions that could be taken to facilitate women's participation in research at the departmental, institutional, and national levels. Action plans for each country are included, along with a list of participants, the workshop schedule, the text of two speeches, and evaluation questions and results. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 417 619

HE

Commonwealth Secretariat

and

University Grants Commission,
Sri Lanka

CHESS WORKSHOP ON

Women and Management In Higher Education

Colombo, Sri Lanka
5-11 January 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 031 048

BEST COPY AVAILABLE

Commonwealth
Secretariat

2A

CHESS WORKSHOP ON

Women and Management In Higher Education

Colombo, Sri Lanka
5-11 January 1997

COMMONWEALTH
SECRETARIAT

Education Department
Human Resource Development Division
Marlborough House, Pall Mall
London SW1Y 5HX BRITAIN

Commonwealth Secretariat
Education Department
Human Resource Development Division
Marlborough House
Pall Mall
London SW1Y 5HX
BRITAIN

© Copyright: Commonwealth Secretariat 1997

Governments in developing Commonwealth countries wishing to reproduce the material in this book in whole or in part in any language should inform the Commonwealth Secretariat which may be able to offer them some assistance in doing so.

Additional copies may be obtained from the Education Department of the Commonwealth Secretariat.

Table of Contents

		Page
1.	Concept, Structure and Organisation	1
2.	Women and Management in Higher Education - the South Asian Experience	3
3.	Management Development for Women: Training the Trainers	4
4.	Managing Personal and Professional Roles	5
5.	Panel Discussion	7
6.	Academic Leadership	10
7.	Women and Research	13
8.	Concluding Session	15
9.	CHESS Workshop Evaluation	17
Appendix A	List of Participants	19
Appendix B	Addresses at Inauguration of Workshop	
	Speech by the Hon Sirimavo R Bandaranaike, Prime Minister of Sri Lanka	24
	Speech by Hon Srimani Athulathmudali, Minister of Transport, Environment & Women's Affairs	25
	Speech by Hon Professor Wiswa Warnapala, Deputy Minister, Education and Higher Education	26
	Speech by Dr Jasbir S Singh, Chief Programme Officer, Education Department, Commonwealth Secretariat	29
Appendix C	Workshop Programme	34
Appendix D	Workshop Evaluation	37

1 Concept, Structure and Organisation

The Commonwealth Higher Education Support Scheme (CHESS) Workshop on Women and Management in Higher Education was organised by the Commonwealth Secretariat and the Association of Commonwealth Universities, assisted by the University Grants Commission, Sri Lanka, at the Lanka Oberoi Hotel in Colombo, Sri Lanka, from 5 - 11 January 1997. This workshop was the third in a series of CHESS workshops to enhance the participation of women in higher education.

Objectives

The focus of the workshop was professional development to enable women to achieve leadership positions in higher education, using training materials developed at the earlier workshops. It was expected that participants would adapt these materials to their needs and organise similar training programmes in their own countries or institutions.

The specific objectives of the workshop were:

(i) to evaluate and adapt, for the local context, training materials produced and trialled by participants at previous CHESS workshops

(ii) to explore the relationship between process and content when planning training programmes for women in management in higher education

(iii) to promote an understanding of how women professionals learn and develop

(iv) to provide the theoretical underpinning that will support development programmes in:

- Personal and Professional Roles of Women Managers
- Women in Academic Leadership
- Women and Research
- Training the Trainers

(v) to equip participants with the skills necessary for organizing training programmes in this field in their own regions/institutions

Participants

Participants were drawn from senior university academics and administrators in five countries - Bangladesh, India, Malaysia, Pakistan and Sri Lanka. The list of participants is given in Appendix A. The resource persons were:

(i) Professor Indira Parikh, Indian Institute of Management, Ahmedabad, India

(ii) Professor Sheryl Bond, Professor, Higher Education, Research and Development, Queen's University, Ontario, Canada

(iii) Ms Anne Gold, Lecturer, Management Development Centre, Institute of Education, University of London, United Kingdom

(iv) Professor Susan Johnston, Associate Professor, Centre for the Enhancement of Learning, Teaching and Scholarship, University of Canberra, Australia

Dr Jasbir Singh, Chief Programme Officer, Education Department, Human Resources Development Division, Commonwealth Secretariat was the chief co-ordinator, assisted by Mrs Dorothy Garland, Association of Commonwealth Universities, and the local co-ordinators were Mrs Chitra

Karunaratne, Secretary, University Grants Commission, and Professor Swarna Jayaweera, Centre for Women's Research, Colombo.

Activities

The workshop was inaugurated on the evening of Sunday 5th January, by the Hon Sirimavo R Bandaranaike, Prime Minister of Sri Lanka. The opening ceremony was addressed also by the Hon Srimani Athulathmudali, Minister of Transport, Environment and Women's Affairs, and the Hon Professor Wiswa Warnapala, Deputy Minister, Education and Higher Education. The Hon Prime Minister and the Hon Ministers drew attention to the low representation of women in management positions in higher education in a region which had produced the world's first woman Prime Minister, and had women at the highest level of political leadership. The importance of motivating women in higher education and equipping them with skills to be effective leaders in the academic and professional world was underscored. (Addresses given at the inauguration are presented in Appendix B.)

The core of the workshop programme (Appendix C) was the presentation of the training modules by the resource persons with the total involvement of participants in the sessions on:

(i) Management Development for Women: Training the Trainers

(ii) Managing Personal and Professional Roles

(iii) Academic Leadership

(iv) Women and Research

Other components were:

(i) the presentation, discussion and synthesis of the five country papers before the orientation/training sessions; and

(ii) a panel discussion on "Women and Leadership in Higher Education" facilitated by the Chairman, University Grants Commission. Presentations were made by Sri Lankan women and men who had reached key leadership positions and the Secretary of the University Grants Commission, India.

Visits to the University of Colombo and the Centre for Women's Research and social and cultural activities were organised in the evenings.

2 Women and Management in Higher Education: The South Asian Experience

At the first session on Monday, 6 January, Dr Jasbir Singh explained the objectives and scope of the workshop, highlighting the fact that the emphasis would be on the training process and its experiential nature.

Country presentations were made by Professor Mahmuda Islam (Bangladesh), Professor Jaya Indiresan (India), Dr Sali Zaliha Mustapha (Malaysia), Professor Nazir Riaz (Pakistan) and Professor Chandra Gunewardena (Sri Lanka). Professor Swarna Jayaweera presented a synthesis of the papers as a background to the training sessions.

The country papers reflected a bleak picture of minimal representation of women in decision-making positions in higher education institutions in all five countries. Only India had a woman Chairperson of the University Grants Commission and women Vice-Chancellors, some of whom were heads of co-educational institutions. The percentage of women Deans was less than 10 per cent except in Sri Lanka (12 per cent). In Sri Lanka, in university administration, women held the posts of Secretary, University Grants Commission and Financial Controller, and one-third of registrars of universities in Malaysia were women.

It was noted that interactive structural and personal factors were responsible for this situation. In all the countries, patriarchal norms and gender role stereotypes reflected in societal expectations and the socialization process created myths pertaining to male superiority and women's low potential for leadership. Women were apt to internalise these norms, and consequently tended to have negative self-perceptions, low levels of aspirations and self confidence, and to be hesitant to accept management responsibility. Time constraints resulting from the inequitable gender division of labour within and outside the household, and particularly child care responsibilities, impeded their career mobility. Compounding these problems was perceived gender bias in recruitment, promotion and access to leadership training, and the general lethargy among policy makers regarding the appointment of qualified women to high level posts of responsibility.

In recent years, international pressure from CEDAW and the Beijing Conference had created greater awareness of the glass ceiling syndrome, and women who had reached the top were increasingly seen to be role-models. Yet some interventions were felt to be necessary to facilitate attitudinal change and skills promotion in order to eliminate gender disparities in access to leadership and management.

3 Management Development for Women:

Training the Trainers

Ms Anne Gold facilitated a crucial session on group work methodology as a workshop training approach. This session initiated a learning process among participants in formulating principles and guidelines for workshop activities in their role as potential trainers.

An initial brain-storming session of the whole group facilitated the formulation of a group agreement on the expectations of the group and the principles to be adhered to during the workshop. A large number of criteria or principles were evolved, such as participation, receptivity, recognition, listening, sharing, skills, feedback. The flip chart that recorded these responses was on display throughout the workshop and the agreement was reviewed every morning at the start of a new session. Participants added two more on the final session, based on their observations during the workshop - brevity and continuing participation.

After one or two more ice-breaking activities, participants were asked to work in small groups to reflect on their feelings and involvement in the beginning stages of the workshop, in order to be more aware of how to begin their own workshops and courses.

Participants interacted in small group sessions:

(i) to develop guidelines for group work; and

(ii) to identify the advantages and disadvantages of group work.

Participants were referred also to the sections on Kolb's theory of learning styles, and group dynamics and life cycle of groups in the training module. They were encouraged to examine their own experiences in the workshop in order to make concrete suggestions for commencing a group activity and subsequently for ways of drawing in silent members into the discussion.

The groups were productive in developing over thirty suggestions as guidelines (see Box 1). Group work was considered to be useful in facilitating learning by providing space for interaction, communication, sharing knowledge and experiences, analysing and concretising concepts and articulating views. The disadvantages perceived were the possibilities of domination by an individual, peer pressure, and even tension and conflict. Participants were advised that the group method had to be introduced gently in order not to destabilise groups who were not familiar with this learning process. Learning is a two way process involving facilitator and learner, and the final responsibility in learning is with the learner.

Box 1: Group agreement on principles to be followed during the workshop

Receptivity	Sharing	Listening to each other
Networking	Recognition	Possible programmes of action
Participation	New initiatives	Having open mind
Experiences	Skill development	No assumptions
Drawing out silent members	Social justice	Group work
Equality of men and women	Restructuring roles	Constructive feed back
Frustration	Perceptiveness	Brevity of expression
Success stories	Democratisation processes	Continuing presence

4 Managing Personal and Professional Roles

This session had a strong experiential focus, which is reflected in the activities and which was a very moving experience for participants.

Social Roles

Professor Indira Parikh, the resource person, began the session by initiating a discussion on social roles. She narrated a folktale in which she presented the analogy of a girl child who is compelled to choose one of the two paths open before her:

(i) the known road, trod by others, where she would travel with fellow-travellers who could guide her right up to her destination;

(ii) an unknown, unfamiliar route, fraught with many a danger, where she would be forced to make her own path, leading to whatever destination she may decide on. She would need creativity, innovativeness and a spirit of adventure to reach her destination.

It was pointed out, that in making the choice, the girl child would be influenced by her prior socialisation in the family and the social roles expected of her.

Participants were requested to divide themselves into groups of five and to share their experiences about social roles and social systems. Sharing of experiences enabled the participants to identify the factors and issues related to social roles as well as similarities across cultures and societies. The following themes were identified as the pulls from the society and relevant to the 'social roles' of women:

- maintaining kinship ties;
- maintaining friendships;
- planning for the family;
- supporting aspirations of spouses;
- balancing home and family; and
- conforming to norms and values laid down by religion and traditions.

The group commented that the above social expectations from social roles called for compromise and sacrifice from women and were apt to result in physical and mental stress. At the same time, participants noted that cultures with such expectations also bestowed certain rewards. These rewards are meaningful to women as they give social status and social power.

The resource person helped to synthesise the issues related to personal and social roles. She discussed how women derived their personal and social roles from their culture and society. In the face of conflicting roles, women's aspirations lead to dilemmas which need to be resolved in order to fulfil aspirations. Conflict between social roles emerged in the discussion as a major issue in the South Asian context. Yet, participants related instances in which they had broken free of constraining role expectations.

Attention was then focused on the new variables that had emerged in the society. The role of education available to women, the change occurring in the society and the environment were discussed.

Work Roles

Participants engaged in a similar exercise in exploring the work roles and their institutions. Once again, groups of five were formed and they were requested to reflect on their work roles and to identify relevant themes and issues. A large number of themes and issues were identified and are listed in Box 2.

The group discussed these themes and issues and explored how they would like to plan, prioritise, identify new meanings and work efficiently and effectively.

BEST COPY AVAILABLE

Box 2: Issues in work roles

1. Competition and conflict
2. Professional jealousy
3. Capacity to work in teams
4. Patriarchal power structure
5. Reconciling activism and administration
6. Non-recognition of merit
7. Egocentric 'bosses'
8. Multiple roles
9. Resistance to new ideas
10. Heavy demands on time
11. Stimulation and fulfillment
12. Managing political and ideological forces within the institution
13. Ethical dilemmas
14. Managing pressure politics
15. Maintaining interpersonal relationships and peer group acceptance
16. Scientific isolation and constraining conflicts
17. Reluctance of women to supersede their husbands
18. Emotional reactivity
19. Discipline enforcement
20. Being a perfectionist and demanding of the self
21. Playing a mentoring role
22. Open discrimination
23. Social role outside the family
24. Educational achievement and marriage
25. Lack of time for socialization
26. Greater sensitivity
27. Social norms and support systems
28. Complexity of roles
29. Need to move from one role
30. Need to maintain different roles
31. Time management

Women and Home-Work Interface

The discussion initiated by the resource person looked at the dilemmas between the social and work contexts faced by women managers. On the one hand, women managers have to be attentive to pressures from social-familial contexts - parents' family, husband's family, children and socio-religious contexts. In the work context, women managers are affected by the superiors, subordinates, colleagues and the external environment. In order to evolve strategies for harmoniously integrating home work and roles, the participants were encouraged to discuss the demands of self, the demands from society and the demands from the work context.

The striking feature of this training session was the novel process that was used. The self caught between the social and work roles was led to dialogue with these two conflicting forces, both of which left very little time for the self.

Participants divided themselves into three groups to explore the self, the social system and the work system. Two members from the 'self' group entered into a dialogue with the 'social' group. The moderator (resource person) remained in the background, intervening only when she felt it was necessary. The representatives of the 'self' vocalised the pent-up frustrations due to the deprivations, discriminations and restraints that she had endured upto the present and articulated her longing to be free of the social role constraints that fettered her and to aspire for new paths and choices that she would like to make. The 'social' group, however reminded her repeatedly that she ought to play the 'social role' and why it was necessary to do so. Under its pressure, the 'self' was on the point of surrender, suppressing her earlier longings, at which point, the moderator intervened and gradually facilitated the 'self' and the 'social' group to come to an acceptable understanding, a creation of the space for the self and possibilities of a negotiated new choice.

A similar exercise was carried out between the 'self' and the 'work' groups. Here the 'self' wished to be relieved of all work responsibilities that she had performed so far. She was reminded by the 'work' group that she had given her full support to the organisation in times of greater difficulty, and was questioned as to why she requested a total withdrawal from the 'work' role without leaving the organisation. Through dialogue, the 'self' was facilitated to interpret the multiple and conflicting demands from 'self' and 'work,' through alternative strategies which could be used to minimise conflicts and facilitate integration.

5 Panel Discussion

A panel discussion was organised to provide an opportunity for wide ranging discussion on the theme of the workshops.

Panel members were :

Professor S Tilakaratne, Chairman, University Grants Commission, Sri Lanka

Professor Savitri Goonesekera, Member, University Grants Commission / Professor of Law

Professor Carlo Fonseka, Member, University Grants Commission / Dean, Faculty of Medicine, University of Kelaniya

Dr Wimala de Silva, Chancellor, Sri Jayawardenepura University, Chairperson, National Committee on Women

Dr G D Sharma, Secretary, University Grants Commission, India

Professor S Tilakaratne chaired the session and introduced the members of the Panel. Each panellist made a brief presentation.

Professor Savitri Goonesekera said at the outset that she had not experienced gender based discrimination during the three decades of her academic career in three universities in Sri Lanka. It was her view, however, that young members of the academic staff were beginning to be threatened and made uncomfortable by emerging male hostility in a competitive environment in which women were present in increasing numbers.

She discussed the situation in the Sri Lankan context. Constitutional guarantees safeguarded the rights of women academics to equal treatment and there had not been any fundamental rights applications to the Supreme Court on violations of rights on the basis of gender. Nevertheless, institutional mechanisms were necessary to ensure the practice of gender equality. She suggested:

(i) schemes of recruitment rather than individual contracts which were more likely to reflect gender bias;

(ii) elections rather than nomination of Deans; and

(iii) accountability and a consultative process that would ensure gender justice.

She commented on the issue of affirmative action. Quotas to ensure the equitable representation of women in political and other institutions had been rejected by the Committee that formulated the Women's Charter in Sri Lanka. The proposal to establish a separate Women's College within the university structure in the 1970s had been strongly criticised by women academics and later withdrawn by the state and university administration. She felt that appointments of women to high level positions should be based on merit and not on tokenism as gender can be manipulated in this context. On the other hand, there was a case for ensuring the appointment of a certain number of qualified women to boards and councils on higher education.

It was her conviction also that women in leadership positions should reject the stereotyped male model of leadership with its connotations of aggression and ruthlessness and evolve their own leadership style imbued with attributes such as humanism and dynamism. Women who conform to the male model themselves tend to discriminate against women. It was important not to create female managers who are 'men'.

Dr Wimala de Silva confined herself to answering the two questions posed by the conference organizers:

(i) What were the critical choices you had to make in your life to reach your present position?

(ii) What were the personal costs? Had you to give up anything?

Her response was that in her life such choices had not created any constraints or demanded sacrifices. She was fortunate that in her childhood, two educated aunts had influenced her education and had successfully countered the traditional perception of her parents of a domestic life for daughters. Unlike some of her women contemporaries at the University, she had a very definite aspiration for a professional career and economic independence. She achieved these easily.

Her involvement in NGO activities such as in the Sri Lanka Association for the Advancement of Science and the Sri Lanka Federation of University Women enlarged her experience and her skills. The support she received from her husband enabled her to perform multiple activities without undue strain. She felt she had been fortunate. She had been carried along a wave of opportunities to reach her present position largely because she had been the right person with the right qualification at the right time.

Dr G D Sharma stated that in the Indian context, it was very necessary to intervene with mechanisms such as quotas to enable women to reach leadership positions notwithstanding the social and political forces that impinge on their lives. He said that there were two types of affirmative action:

(i) tokenism, which kills positive initiatives; and

(ii) enabling through intervention.

The Indian experience has already shown that such interventions have had positive results. Separate women's colleges or universities have facilitated the access of women to higher education and the percentage of women in higher education institutions has increased to 34 per cent. Since 1986, centres for women's studies have been established and have conducted programmes for managers. Girls and women have been exempted from fees from primary to postgraduate education. He felt that these were gender-positive initiatives and that more such interventions were necessary. Women academics for instance, have had to interrupt their careers to meet the demands of their multiple roles and it was necessary to formulate criteria for promotion that would take this factor into account. Support could be provided through the availability of flexitime and part time jobs. Women academics in India were strong in research and these trends should be supported.

He himself did not consider managers as men or women. They were professionals. A human-centric and not a male-centric perspective was necessary and women should re-order their own perceptions.

Ms Rohini Nanayakkara described how she had been determined as a young graduate not to enter a traditional profession such as teaching, but had joined the first national bank - the Bank of Ceylon - as a Staff Officer. Her superiors wanted to channel her to personnel management, but she had chosen banking and was the first woman to become an Assistant Manager, Deputy Manager and then the General Manager of the Bank. She had visited several banks overseas, but had found few women in her position except in India. She felt that she had become a role model to women in the banking sector. She had just retired and her successor was a woman and there are several women among the senior executive staff in the Bank because she had proved that a woman could reach the top.

She felt, however, that women must develop several attributes to reach leadership positions. They must be accepted for their competence. They should not function as male heads but should develop their own leadership styles, be committed and dedicated, develop their subordinates and the institutions and be caring and sharing. They must show that they do as well as men, but while men stress regulations, they should be more intuitive. She felt too, that institutions should organise training courses to equip women with managerial skills.

Professor Carlo Fonseka said that women in Sri Lanka had shown ability and inclination to function in leadership roles in his own field, higher education in medicine. Women had entered the Colombo Medical College from 1892 and have held the position of Deans of the Faculty. He was convinced, therefore, that if women did not become leaders it was because they opted out voluntarily. Perhaps they preferred the joys of motherhood. He quoted Aristotle's criteria of ethos, pathos and logos and said that women could meet all three criteria and become successful leaders. What was important was to maximise women's choices, facilitate their making their free choices to go where they wished. Economic independence and access to contraception would be useful.

The discussion that followed focused on two main issues:

(i) Affirmative action

Delegates from Bangladesh, India and Pakistan pointed out that conditions in these countries, unlike in Sri Lanka, required affirmative action to promote gender equality in access to higher education and to decision-making positions in higher educational institutions. Hence, quotas and separate women's colleges were important strategies. Professor Savitri Goonesekera said that her presentation was situated in the Sri Lankan context. There were international precedents, too, for affirmative action in situations of historical injustice and discrimination. Nevertheless, experience has shown that resource allocation was also necessary to reduce inequality over time and quotas alone could not ensure equality.

(ii) The multiple roles of women academics and administrators

It was agreed that the management ethos in higher educational institutions should be sensitive to the needs and constraints of women in combining their multiple roles. The practice of parental leave in Scandinavian countries was considered to be an appropriate model for all countries.

The Malaysian delegates felt that advances in telecommunication including the availability of Internet facilities made it possible for women with child care responsibilities to work from home or to be engaged in part time work. Others expressed their view that developments in telecommunication could not replace personal interaction which is a central feature in higher education.

Delegates also felt strongly that a critical issue was the need to restructure gender roles to ensure that parents shared child care and family responsibilities. There was no reason why both the joys of parenthood and career fulfillment could not be achieved in a social climate of gender equity in the division of labour in the household.

6 Academic Leadership

This session was facilitated by Professor Sheryl Bond.

The session was preceded by a brief review, led by Anne Gold, of the 'group agreement'. The general consensus was that the interactive group work was working effectively in consonance with the 'attributes' listed.

The resource person reiterated the rationale for the sessions at the outset:

(i) to adapt and evaluate the training models for local context;

(ii) to adapt and evaluate the process used (in the context of working with adults);

(iii) to examine the content;

(iv) to look at how women professionals learn and develop; and

(v) to consider the theoretical underpinnings.

She outlined also the issues that needed to be considered by a trainer:

(i) the choices that have to be made as the workshop progresses (about process and content within the dynamics of the particular group); and

(ii) the need to be sensitive to differences in the age, gender, experience and culture of the individual participants, as well as the different regions and environments from which they come.

The Module

Participants' attention was drawn to the module from which the day's sessions were drawn. The outline of the overall module on Academic Leadership is presented below:

Workshop Rationale (content and training trainers):

(i) to increase knowledge, confidence, and ability to act with increasing independence of those who hold administrative positions which carry an expectation of leadership; and

(ii) to equip participants with the skills for organising and carrying out training programmes addressing necessary issues of academic leadership in their own institutions and regions.

Workshop Objectives

(i) adapt and evaluate module for local context and for use by trainers who may be very senior or be less experienced and less confident

(ii) explore the relationship between the process of teaching/learning and the substantive content of each session (modeling)

(iii) promote understanding of how women professionals learn and transfer new knowledge into practice

(iv) provide a theoretical and conceptual underpinning to the module that will support the curriculum

Working Assumptions

(i) individuals can make a difference

(ii) leadership styles can be quite different

(iii) there is a right and obligation to assume leadership posts

(iv) we have to move beyond rights and access questions

(v) leadership requires cultivation

(vi) women carry diverse knowledge, style and life experiences

(vii) for learning to occur it is important to engage the head and heart

Trainer's Considerations

(i) fit of curriculum with expertise and experience of participants

(ii) introducing culturally relevant materials

(iii) structuring the academic leadership module

(iv) skills required by the facilitator

(v) use of activities, case studies, and supplemental materials

(vi) size of groups

(vii) the fit of curriculum and time as a cultural variable

(viii) the module as an evolving curriculum

Module Content (built around the operational definition of leadership)

> "A leader is a woman who is self-aware, has the patience to listen, the voice to express, and the vision to capture the possibilities for others lives apart from her; who finds ways to help others move forward and who is able to do what she says she will do."

In five sessions (each session ranging from one to two hours in length), the workshop will examine leadership as is manifest in a person as a process, as inherent in an administrative position, and as it is manifested by a collectivity or community. This multiple perspective of leadership will be addressed in structured sessions covering:

(i) Setting the context (region/institution/history/ culture)

(ii) Leadership in an academic culture

(iii) Knowing yourself as a leader

(iv) Advancing the work of your colleagues

(v) Leadership and institutional advancement

(vi) Power and empowering

This module draws upon the material covered in other modules including:

(i) Country reports (Bangladesh, India, Malaysia, Pakistan and Sri Lanka)

(ii) Managing personal and professional roles (know yourself as a leader)

(iii) Critical decisions and success stories (advancing colleagues and the institution)

Definition of Leadership

Participants were asked to close their eyes, envisage their image of a leader and then to draw it. Various images emerged from the participants such as:

- people with happy faces, big ears (for listening), many hands (to stroke with), a big brain, a large heart, strong shoulders, firm feet, and drawn a little taller than the circle of equals whom they lead; the sun, moving round in circles and radiating others; a mountain - firm and strong; a tree, which can shed its leaves and branches yet still renew itself; someone leading others along a path; the Pied Piper of Hamlyn.

It was noted that if facilities and time allow, colour can usefully be used in this exercise for an interesting added dimension.

Participants were next given a handout suggesting that an effective leader is one who knows herself and is in control of herself; who has the voice to express the aspirations of self and others; who is possessed of vision; who finds ways of advancing others; and who is able to maintain her credibility. Participants discussed whether or not these notions resonated with their experience and cultural contexts. Some of the responses were:

(i) Being self aware was critical. A leader cannot be expected to know herself ab initio; she will learn much about herself along the way;

(ii) credibility is vital because if a leader does not do what s/he says, s/he will

lose credibility and people will not follow;

(iii) reputation, too, is vital because if that is lost, so too is the ability to lead;

(iv) a leader has to be careful that what s/he says is what the listener hears;

(v) a leader is a balanced personality, who is able to grow and adjust to situations, who has to be prepared to face changed and often difficult relationships with former friends and colleagues (above whom s/he has risen); and who, by virtue of developing a keen self-awareness, develops at the same time an empowering autonomy.

Academic Culture and Context of Leadership

Participants were divided into small groups to identify the core behavioural values of universities. These included the transmission of knowledge, the pursuit of academic excellence and nation building, and the need to recognise not only the positive but also the negative aspects/perceptions of universities. Participants touched on issues such as the necessity to recognise values which are implicit in culture and which are interpretations of academic values such as 'discovery is gender neutral', which fails to understand that discovery of knowledge is a process which arises from intellectual curiosity, life experience and personality. The belief that discovery is gender neutral is harmful to the university, the discipline and women. A Canadian example of core values of academic institutions was also presented and discussed by the resource person.

Personal Attributes

Participants were given a cartoon picture from a recent Asian publication of a male and female at home, and were invited to describe the picture as they perceived it. The many and varied perceptions voiced, illustrated that even with so-called facts before us, we see and interpret things differently from each other; and it is often the different ways of looking at things that helps us to see the different doors/possibilities for action that may be open to us.

Several issues that emerged were posed by the resource person.

How can women and men be encouraged to use the full range of their attributes?

Research on gender equality suggests:

- that women are more likely than men to desire and not receive acknowledgement of their work (e.g., an e-mail note, a word of thanks, some mark of recognition of hard work well done);
- there is a need for sensitivity to the teaching capacity within every leadership role, whether academic or administrative (e.g. nurturing, mentoring, advising, encouraging).

Leaders need to see, hear, act and find solutions.

Participants were then invited to complete the Kelsey Temperament Sorter, a questionnaire that can be used as a useful tool to identify where an individual's personal strengths lie and hence how, for instance, teams of people with complementary strengths can be established. Other such tools exist within different cultural contexts.

It was emphasised that it is important always to use tools that talk about relative strengths of people and not deficits and to make it clear that diversity is to be valued.

A leader's responsibility to advance colleagues

Participants were divided into groups of about five and asked to write a story about issues related to staff development, one person starting it off, and then each member of the group contributing a section in turn. The stories that emerged were not only wide ranging in the issues covered but also very enlivening. This activity led to a useful discussion of the various problems and strategies posed.

The session ended with various members of the group sharing either their own personal or institutional success story, or that of someone known to them. This sharing was an enriching experience.

7 Women and Research

The resource person, Professor Susan Johnston, explained that this training module looked at the role of women in higher education as leaders of research.

Leaders of Research in Universities

The resource person used a 'brainstorming' technique to identify the role of research in the university system. The major responses were that:

(i) undertaking research empowered women; it helped women to become better managers and gave women credibility in the university;

(ii) as administrators, women had to facilitate research; at an institutional level, it was necessary and important to communicate the knowledge to others;

(iii) as researchers, they felt that Women's Studies research was important to build a database on women's lived experiences and to challenge male-centric knowledge.

Building on the perceptions of the group, and using as a case study the importance of research in the Australian University System, the resource person identified the following issues:

(i) research is necessary for career growth;

(ii) male dominance in research has marginalized women;

(iii) the management of research is political, based on traditions and history; and

(iv) it is necessary to facilitate women's participation in research to establish gender equity in academia.

Participants were requested to discuss with their neighbours how research is organised in their country.

The Place of Research in Individual Careers

The resource person described the Australian experience to illustrate the importance of research in individual careers. At high school level, being a good teacher was sufficient to enhance career prospects but at the university level, a list of publications is necessary to prove merit. This system has an inbuilt bias against women as they have career interruptions. Further, there are tensions between teaching requirements and research. By and large, most of the teaching positions are held by women and there is not always an easy movement from teaching to research. Men tend to concentrate more on research. This perpetuates the gender hierarchies in the academic institutions as men with sound academic credentials get the top positions. There is need to facilitate women's participation in research to establish gender parity. Undertaking research helps to empower women, build networks and provide them with international visibility.

Participants were asked to reflect and discuss why there are fewer women involved in research in higher education. The following issues were presented:

(i) women do not always get themselves nominated into research committees;

(ii) although women are present in postgraduate studies, it is necessary to see that they are in the right categories (such as research degrees);

(iii) there is a need to examine women's attitudes to research and teaching. Why do women often refuse to undertake research and express a preference for teaching?

(iv) do women refuse to undertake research because they are uncomfortable with the questions asked and the paradigms used, which are male-centred? Or is it that women do not like to compete?

Based on the experiences in their respective countries, the participants added the following dimensions:

(i) Men undertake whatever is seen as status enhancing activities. Sometimes women may be seen as doing more teaching, while men are involved in decision-making and political activities.

(ii) Women's presence in research is also determined by the kind of research and the field of study. While women may be visible in social science research, they are not often involved in research in technology and physical sciences.

Participants then divided into small groups and discussed what actions could be taken at the departmental, institutional and national levels to facilitate women's participation in research. The following suggestions were made by the groups.

At the departmental level

(i) creating a climate of intellectual curiosity and challenges

(ii) critical feed-back

(iii) collaborative research

(iv) creating role models and mentors

(v) sharing knowledge about where to publish and how

At the institutional level

(i) ensuring women's representation in research committees

(ii) facilitating exposure to research through seminars and workshops

(iii) facilitating dissemination of research knowledge in the campus through journals

(iv) ensuring that the knowledge of fellowships and awards reach women

(v) encouraging collaborative research and mentor relationships

At the national level

(i) ensuring women's representation in national level scientific and research councils

(ii) encouraging networking through seminars, workshops and conferences

Finally, the participants were asked to think about the importance of role models and mentors in academia. Some participants had reservations regarding the potentially unequal relationship between mentor and academic/researcher.

8 Concluding Session

The concluding session was chaired by Dr Jasbir Singh, Chief Programme Officer, Education Department, Commonwealth Secretariat. In her concluding remarks as Chairperson of the final session, she stressed the need to formulate an action plan by each participant and country group.

Participants were requested to:

(i) complete the Personal Action Plan document; and

(ii) to group into country groups and to prepare country/institutional action plans according to the guidelines that were distributed.

Country Action Plans

The **Bangladesh** Plan identified:

- the need for change in attitudes, sex stereotyping in responsibilities and careers, marginal participation of women in administration and management, and tokenism;
- areas of priority to include gender balance in management and administration, gender neutral organisation rules, and gender sensitization; and
- anticipated blocks from bureaucratic resistance, resistance from the conventional systems, and resource constraints.
- It was suggested that a Plan of Action be developed with the collaboration of women's groups and women leaders, and that university teachers' associations should be organised. One year would be required for identification of collaborators and preparation of a five-year plan.

The **Indian** Plan had the following proposals for action:

- establishment of an Association of Women in Higher Education;
- formulation of a statement of the aims and objectives of the needs of women in higher education and its circulation to all the policy making bodies at national level;
- building a national databank on women in higher education;
- developing training modules with training schedules;
- commencing fund raising projects; and
- immediate intervention in the National Five-Year Plan.

The **Malaysian** Action Plan envisaged:

- establishing a news group by April 1997;
- initiating a workshop by the end of 1997;
- conducting studies on women in higher education;
- initiating discussions with women's organisations and women's groups; and
- promoting women in management in higher education.

The **Pakistan** Plan identified the following priorities:

- appointing women to leading positions (e.g. Vice-Chancellors, Deans);
- networking, holding meetings of women academics and administrators;
- activating women's centres;
- promoting research on women's issues and exchange of research information;

BEST COPY AVAILABLE

- compiling statistics of women academics and administrative staff; and
- developing a nucleus of women at major universities.

The blocks/obstacles that were envisaged were:

- the biased attitudes of males;
- cultural barriers; and
- resistance of male students.

It would be necessary to obtain support from the University Grants Commission, CIDA and other funding agencies to implement these proposals.

The **Sri Lankan** Plan emphasised the need for:

- change in the attitudes of men and women;
- improvement of managerial skills;
- higher aspirations of academic and non-academic staff;
- better recognition of women's achievements and barriers;
- universities in the short term to strive for appointment of qualified women to at least one-third of the membership of university councils, boards of management and selection committees; and establish a group of all participants at the workshop and representatives from each university to monitor the progress of women in management in higher education;
- in the long term to organise a workshop on "enhancing capabilities of university women managers" by August 1997; incorporate modules in women and management in university management courses by January 1998; commence training programmes for potential women managers in higher education institutions in June 1998; and establish a centre for women's studies within the higher education structure.

9 CHESS Workshop Evaluation

Overall

In general the workshop evaluation was very positive: Of the 25 participants who took part in the exercise 10 or 40 per cent gave it a rating of 1 on a five-point scale. Of the remainder, 8 or 32 per cent gave it a rating of 2 and the remainder 7 or 28 per cent rated it as 3 (see Appendix D for details).

Lessons Learned

Participants considered the lessons they had learned from the workshop from two broad perspectives: as someone with staff development responsibilities and as a manager.

For Staff Development: a large number of benefits were identified. Among the more crucial were:

- the inputs that the workshop could make into faculty orientation and training programme: a greater understanding and awareness of the problems faced by women; resources for training, training techniques based on sharing experiences, reaching understanding of the place of research in promoting women;
- enhanced personal growth and development: personal learning experience; knowledge and awareness of leadership process, importance of mentoring; understanding of personal responsibility to help other women; introspection; tolerating different viewpoints;
- greater networking: improved contacts, interpersonal relationships, how to develop linkages.

As a Manager: three broad lessons were identified:

- increased sensitisation to issues of gender in management; greater sensitivity to predicament and needs of women; greater empathy gained;
- greater awareness that women may have different management style; balancing of different roles effectively; and
- exposure to new management skills: how to develop management skills; improve listening to be good manager; planning and organisation of programmes; need to review existing structures; include both women and men in all aspects of management; support young women managers.

Most useful aspects of workshop

The majority (8) found the session on 'Women and Research' to be the most stimulating and rewarding. It gave them an insight into areas which they had not thought was their concern as managers. Their role as mentors and models could provide direction to young women researchers. The session on 'Managing Personal and Professional Roles' was found to be equally useful by 7 of the participants. It made them realise that there was need to be insightful and sharing. The techniques used were helpful in removing isolation and assisting them develop their own personal and professional advancement. The session on 'Academic Leadership' was well received and made many reevaluate their own potential and weakness.

The workshop was also described as a journey of personal growth and development. Of particular help were the techniques which the resource persons used as they demonstrated a wide range of good practices that they could employ in their own training. Small group dynamics and the tools they were exposed to such as rating and measurement scales were a useful resource. Meeting people from other regions provided broader perspectives and understanding of the problems of women in the region.

Aspects of the workshop that need to be strengthened

Resource persons: Some of the modules were presented by persons other than the authors - it was felt that it would have been better if the authors themselves presented their own modules. Choice of resource persons from the region would help greatly to contextualise the issues and remove the cultural barriers.

Instructional strategies: These need to be based more on the target group. Feedback from the group at the beginning of each day is important. More educational technology could be used and less chalk/talk. More time needed to be kept for sharing experiences. Moderators need to be firm not to allow a few participants to dominate the discussions and enable wider participation. Linkages between objectives and activities need to be more clearly established. More case study techniques could be used, together with simulated exercises.

Other content areas: Since not all the participants were academics, some expressed the need to include administrative aspects into the workshop. Handling of conflict and tension resolutions in departments and faculties was another area requested. Some wanted more theory, while many more preferred to have a greater concentration on practical aspects.

Personal Learning

All 25 respondents to the evaluation questionnaire agreed that the teaching methods used during the workshop had been helpful to their learning. New ways of presentation, and training techniques used, they felt, could be emulated. Team work was encouraged and found to be beneficial. The sessions were sufficiently interactive. The sharing of experiences was most productive in enabling self-realisation. The use of questionnaires and proformas kept the participants on task. The resource persons were good role models, generating new ideas, divergent thinking and critical evaluation.

Conclusion

The Chairperson in her concluding remarks summarised the major points which emerged from the papers and discussions and requested participants in each country to implement the proposed plans of action. She expressed her warm appreciation of the assistance provided by all resource persons, participants, and the two Sri Lankan facilitators in making the workshop a great success. She further acknowledged the financial assistance provided by the Association of Commonwealth Universities. Ms Dorothy Garland, Head of Appointments of the Association of Commonwealth Universities, awarded the certificates of attendance to all participants. Professor Indira Parikh emphasised the need to take follow-up action on every aspect highlighted at the workshop. On behalf of the participants, Professor Jaya Indiresan proposed a vote of thanks to the organisers.

The workshop ended with a moving farewell led by Professor Indira Parikh.

Appendix A

CHESS Workshop: Women and Management in Higher Education
Colombo, Sri Lanka - 5-11 January 1997

LIST OF PARTICIPANTS

Bangladesh

1. Professor Mahamuda Islam
   Department of Sociology
   Dhaka University
   Nilket, Dhaka 1000 BANGLADESH

   Tel: 00880 2505717, 506797 (O)
   00880 2862080, 860725 (R)
   Fax: 00880 817968

India

2. Professor P Geervani
   Vice-Chancellor
   Sri Padmavati
   Mahila Visvavidyalayam
   Tirupathi 517 502
   Andrapradesh INDIA

   Tel: 0091 857427867 (O)
   857421941 (R)
   Fax: 0091 857427867

3. Dr Sudesh Ahlawat
   Principal
   BBK DAV College for Women
   Lawrence Road
   Amritsar 143001
   Punjab - INDIA

   Tel: 0091 183 221757
   Fax: 0091 183 229937

4. Dr V Vasanthi Devi
   Vice Chancellor
   Manonmaniam Sundaranar
   University - Tirunelveli 627008
   Tamilnadu - INDIA

   Tel: 0091 0462 337231
   Fax: 0091 0462 322973

5. Professor Jaya Indiresan
   Consultant
   B-57, Hill View Apartment
   Vasant Vihar
   New Delhi - 110057
   INDIA

   Tel: 0091 11 6875091
   Fax: 0091 11 6853041
   E-mail: indires@doe.ernet.in

6. Professor Dr Sneha M Joshi
   Dean, Faculty of Education &
   Psychology
   M S University of Baroda
   Baroda 390015
   Gujarat - INDIA

   Tel: 0091 265 339468 (R)/329566 (O)
   Fax: 0091 265 339633
   E-mail: joshi@lwbdq.lwbbs.net

7. Dr Veena Poonacha
   Research Centre for Women s
   Studies - Vithaldas Vidyavihar
   Santacruz (West)
   Bombay - 400049
   INDIA

   Tel: 0091 6128462 Ex 18
   Fax: 0091 226104159

8. Professor G D Sharma
   Secretary
   University Grants Commission
   New Delhi
   INDIA

   Tel: 0091 3238849
   Fax: 0091 3232783
   E-mail: gds@ugc.ernet.in

Malaysia

9. Dr Sali Zaliha Mustapha
Deputy Dean (Academic & Research)
Faculty of Modern Language Studies
Universiti Pertanian Malaysia
43400, UPM Serdang
Selangor, Darul Ehsan
MALAYSIA

Tel: 00603 9486101 Ex 2803
Fax: 00603 9439951
E-mail: sali@fbm.upm.edu.my

10. Dr Rauzah Hashim
Associate Professor
Chemistry Department
University of Malaya Lembah Pantai
50603 Kuala Lumpur
MALAYSIA

Tel: 00603 7594009 (4011)
Fax: 00603 759 4193
E-mail: rauzah@kimia.um.edu.my

Pakistan

11. Professor Dr Najma Najam
Chairperson
Department of Applied Psychology
and Director, Centre for Clinical Psychology
Punjab University
Quaid-e-Azam Campus
Lahore - PAKISTAN

Tel: 009242 5864289 (O)
009242 5862783 (R)

12. Professor Dr Tahera Aftab
Director, Women's Studies
Centre for Excellence for Women's Studies
University of Karachi
Karachi
PAKISTAN

Tel: 0092 21 4963645 (O) 4981929 (R)
Fax: 0092 21 4963373

13. Dr Mah Nazir Riaz
Professor & Chairperson
Department of Psychology
University of Peshawar
NWEP
PAKISTAN

Tel: 0092 521 277706 / 274441 (R)
0092 521 842446/3065 (O)
Fax: 0092 521 273439
E-mail: fawadr@pknet1.ptc.pk

14. Professor Dr Iftikhar N Hassan
Director
M.Sc Women Studies
Allama Iqbal Open University
Islamabad
PAKISTAN

Tel: 0092 51 26284 (O) / 850465 (R)
Fax: 0092 51 264319/261205

Sri Lanka

15. Professor Lalitha Mendis
Dean, Faculty of Medicine
University of Colombo
Kinsey Road
Colombo 08
SRI LANKA

Tel: 698449
Fax: 691581

16. Dr Vijaya Jayatilake
Dean, Faculty of Agriculture
University of Peradeniya
Peradeniya
SRI LANKA

Tel: 08-88041
Fax: 08-88041

17. Dr Kamala Liyanage
Department of Political Science
Faculty of Arts
University of Peradeniya
Peradeniya
SRI LANKA

Tel: 08-88301 (Gen)

18. Dr Sunethra Weerakoon
Department of Mathematics
Faculty of Applied Science
University of Sri Jayewardenepura
Gangodawila
Nugegoda
SRI LANKA

Tel: 856775/823470
Fax: 852694
E-mail: sune@usj.ac.lk

19. Ms Maithri Wickramasinghe
Department of English
Faculty of Humanities
University of Kelaniya
Dalugama, Kelaniya
SRI LANKA

Tel: 911391/397 (Gen)

20. Mrs Chitra Weddikkara
Head, Department of Building Economics
University of Moratuwa
Katubedda
Moratuwa
SRI LANKA

Tel: 645301 (Gen)

21. Professor Anoja Fernando
Faculty of Medicine
University of Ruhuna
Karapitiya
Galle
SRI LANKA

Tel: 09-32321

22. Professor Mano Sabaratnam
Dean, Faculty of Science
Eastern University, Sri Lanka
Vantharamoolai
Chenkalady
SRI LANKA

Tel: 0654490 (Gen)

23. Mr Mangala Fonseka
Postgraduate Institute of
Management
28 Lesley Ranagala Mawatha
Colombo 08
SRI LANKA

Tel: 689639/42 (Gen)

24. Miss Savithri Jayasuriya
Deputy Registrar
The Open University of Sri Lanka
Nawala Road
Nugegoda
SRI LANKA

Tel: 856200

25. Professor Chandra Gunawardena
Dean, Faculty of Humanities
The Open University of Sri Lanka
Nawala Road
Nugegoda
SRI LANKA

Tel: 856200

26. Dr V M Karunakaran
Department of Paediatric
University of Jaffna
Thirunelvely
Jaffna
SRI LANKA

Tel: 681088 (Res)

27. Mrs G M P De Silva
Deputy Accountant
University Grants Commission
20 Ward Place
Colombo 07
SRI LANKA

Tel: 685021
Fax: 688045

28. Mrs Chitra Karunaratne
Secretary
University Grants Commission
20 Ward Place
Colombo 07
SRI LANKA

Tel: 694093
Fax: 688045
E-mail: chitra@ugc.ac.lk

29. Professor Swarna Jayaweera
Centre for Women's Research
12, 1/1 Ascot Avenue
Colombo 05
SRI LANKA

Tel: 502153 (O)
Fax: 691654 (R)

Observers

30. Professor Yoga Rasanayagam
Department of Geography
University of Colombo
Colombo 03
SRI LANKA

Tel: 500458/502940 (O)
Fax: 58-956 (R)

31. Mr R M N Bandara
Senior Assistant Accountant
University Grants Commission
Colombo 07
SRI LANKA

Tel: 694299 (O)
821876 (R)

Resource Persons

32. Professor Indira J Parikh
Indian Institute of Management
Vastnapur
Ahmedabad 380015
INDIA

Tel: 0091 79 407241
Fax: 0091 79 6427896
E-mail: indira@iimahd.ernet.in

33. Prof Susan Elizabeth Johnston
Associate Professor
Centre for the Enhancement of
Learning, Teaching & Scholarship
University of Canberra
P O Box 1, Belconnen 2616
AUSTRALIA

Tel: 00 6 2015176
Fax: 00 6 2915172
E-mail: sej@isd.canberra.edu.au

34. Ms Anne Gold
Lecturer
Institute of Education
University of London
Management Development Centre
55 Gordon Square
London WC1H 0NU
BRITAIN

Tel: 44 171 6126422
Fax: 44 171 6126366
E-mail: a.gold@ioe.ac.uk

35. Professor Sheryl L Bond
Professor, Higher Education
Research & Development
308A McArthur Hall
Queens University
Kingston, Ontario K7L 3N6
CANADA

Tel: 001 613545 6000 Ex 7748
Fax: 001 6135497617
E-mail: slb@post.queensu.ca

Commonwealth Secretariat

36. Dr Jasbir S Singh
Chief Programme Officer
Education Department
Human Resource Development Division
Commonwealth Secretariat
Marlborough House
Pall Mall, London, SW1Y 5HX
BRITAIN

Tel: 44 171 747 6278
Fax: 44 171 747 6287
E-mail: j.singh@commonwealth.int
100676.640@compuserve.com

Association of Commonwealth Universities

37. Mrs Dorothy Garland
Head of Appointments
Association of Commonwealth Universities
36 Gordon Square
London WC1H 0PF
BRITAIN

Tel: 44 171 3878572
Fax: 44 171 3830368
E-mail: d.garland@acu.ac.uk

Appendix B

Addresses at Inauguration of Workshop

Speech delivered by the Honourable Prime Minister, Sirimavo R Bandaranaike

Honourable Minister of Transport, Environment and Women's Affairs, Honourable Deputy Minister of Education and Higher Education, Chairman, University Grants Commission, staff of the Commonwealth Secretariat, regional and local participants of the workshop and guests,

I wish to welcome you all - resource persons, delegates from Bangladesh, India, Malaysia and Pakistan, and representatives of our own universities - to this regional workshop on Women in Management in Higher Education.

Our region has had the highest number of women leaders in politics. Since my own tenure as the first woman Prime Minister as far back as 1960, we have had women Prime Ministers in India, Bangladesh and Pakistan, and we have currently a woman President and woman Prime Minister in Sri Lanka. In both Bangladesh and Sri Lanka heads of two political parties are women. We see that women have had no problem in reaching leadership positions in the political structure and in functioning as leaders of countries.

Why then is it that there are so few women in our countries who have reached high level leadership positions in management in the public and private sectors? The few who have reached these positions are very visible but in all our countries the percentage of women in employment who have reached these positions is negligible.

Those who have studied this question have found that there is unconscious bias and sometimes open discrimination in the appointment of women to positions of authority because there is a myth that leadership is the domain of men - and this is in spite of the very different experience in the political sphere. Women are also slow to accept challenges and to seek promotions that are well within their abilities. As wives, mothers, and household managers they have very little support in child care and domestic work and therefore they feel that they have very little time to undertake additional responsibilities.

This workshop is addressing the issue that there are few women in leadership positions in higher education although there are a large number of women working in the field of education as teachers in primary and secondary schools and in universities. In Sri Lanka, for instance, we have no women Vice-Chancellors and few women Deans of Faculties. I am happy to know that this workshop is undertaking a practical programme of orienting senior members of the staff of universities who will then motivate their colleagues. I hope the outcome of this workshop will be to increase as early as possible the number of women in leadership positions in higher education institutions in all the countries in Commonwealth Asia. There is nothing that women cannot do if they are prepared to work with determination and disprove social prejudices. I look forward to the results of this Commonwealth programme as a useful contribution to bringing more women with abilities into decision-making positions in education and employment.

I wish you all success in your endeavours.

Speech delivered by Honourable Srimani Athulathmudali, Minister of Transport, Environment and Women's Affairs

Honourable Prime Minister, Hon Deputy Minister of Education and Higher Education, Chairman, University Grants Commission, Dr Jasbir Singh of the Commonwealth Secretariat, London, participants of the workshop from the region and from Sri Lanka, distinguished guests,

As the Minister Responsible for Women's Affairs in Sri Lanka, I would first like to express my appreciation of the fact that this regional workshop has taken note of the importance of increasing the participation of women in decision-making positions. Further, that it is initiating, in this workshop, a concrete training programme to promote the active involvement of women in management in the field of higher education.

We all know that the low representation of women in high-level decision-making positions worldwide has been an issue of concern raised at international conferences, inter-governmental meetings - such as this workshop - and national seminars on women's issues. The UN Decade for Women, the UN Convention on the Elimination of all forms of Discrimination Against Women, the Forward Looking Strategies endorsed at Nairobi and the most recent Platform of Action accepted at Beijing in 1995 all stress the need to increase the participation of women in decision-making in the power structure.

It is heartening to note that the first women Prime Minister - Madam Sirimavo Bandaranaike of Sri Lanka and the largest number of heads of governments - President and Prime Minister - have come from our region. In 1996 three of the six SAARC countries had women Heads as President or Prime Minister.

Nevertheless, in all our countries this superstructure is not reflected in the representation of women in decision-making position in management in the political, public and private sectors, in professional organisations and even in the education and health sectors which have traditionally attracted the largest number of women professionals. Less than 5 per cent of elected members of parliament in our region have been women and few women have reached the level of cabinet minister.

A critical area is that of high-level management or administration in the public and private sectors. According to available data, women are over 50 per cent of those employed in professions in Malaysia, Sri Lanka and Maldives but are only 10 per cent to 16 per cent of those in administration and management positions. Similarly, around 20 per cent of those in professions and only 2 per cent to 5 per cent of administrators and managers are women in Bangladesh, India and Pakistan. Management and administration, therefore, continue to be 'male preserves' in all our countries.

In Sri Lanka, we have had only one Secretary to a ministry and we have none at present. I believe this is the situation in all the countries represented here. A few women in each country have reached the position of Additional Secretary, Joint Secretary and Deputy Secretary. In Bangladesh, 10 per cent of Class I officers in government service and in Sri Lanka 17 per cent of those in Class I in the Administrative Service are women. A few women have reached top-level positions in commissions and departments and have penetrated male dominated power structures. Even in the education sector - the traditional sphere of women - only India has a woman Vice-Chancellor and in some countries even heads of some women's colleges are men. In all countries women are rarely seen to be in managerial positions in technological and agricultural-related educational programmes, in higher education institutions or in enterprises. In the private sector women are chiefly secretaries and not managers. They are not seen in leadership positions in professional organisations except in medicine and education and are virtually invisible among trade union leaders. The visibility of a few women in decision-making positions has tended to blind us to this situation.

Many studies and conferences have identified the reasons for this gender imbalance in managerial positions. It is true that women have had a late start in administrative careers but there also appear to be institutional barriers to their upward mobility, such as reluctance to promote them on the basis of a facile assumption that women do not have the capacity for management and leadership and lack adequate access to management in the private sector. The socialisation process in the family, society and the education system appears to have reinforced the social norm that authority and leadership are male domains so that employers and men in general tend

to share this perception and to consciously or unconsciously discriminate against women in selection to positions of responsibility. Socialisation in gender roles has tended to undermine the self confidence and to limit the aspirations of women to challenge negative social attitudes. Women also have time constraints in that they need to function effectively in domestic roles and in their jobs. The division of labour in the household is so unequal that women have a 'double burden' and long hours of work at home as well as the time spent on official work. It is known that women's domestic responsibilities and lack of support for child care and household services have often prevented them from accepting promotion to high level positions despite their capabilities.

We have discussed these issues for many years. What is needed is action such as changes in education and sensitisation programmes to promote positive attitudes among policy makers, administrators, employers, educators and the community in order to increase opportunities for qualified women to reach decision making positions at the highest level in management in all sectors. Women, too, need to be motivated and equipped with skills to seek avenues of promotion to leadership positions.

I am happy that this workshop is taking such action in conducting this training programme which will hopefully result in more women reaching decision-making positions in the world of higher education. I wish the workshop all success.

Speech delivered by Honourable Professor W A Wiswa Warnapala, Deputy Minister of Education and Higher Education

I consider it a most happy privilege to speak before this illustrious gathering of women engaged in the management of higher education in South Asia. I would like to thank the Commonwealth Higher Education Support Scheme for selecting Sri Lanka as the venue for this conference; Sir Lanka, as many of you know, has a great deal to offer, in terms of both her political and social experience, to a world in search of gender equality. The modern world is now in a state of perpetual transformation, and this process of change encompassed all facets of changes, including the role of women.

Since the focus of this conference is on women in South Asia, I would like to preface my talk with a reference to the entry of South Asian Women into the political and social life of these emergent nations. In post-colonial South Asia, the status of women was first discussed at the First Asian Relations Conference held in 1947 in Delhi, and the general view, adopted at this conference, was that Asia did not have very much to show in the nature of a feminist movement due to a large variety of historical reasons. One important reason was that in ancient times, Asian women enjoyed a better status, and there were queens unrivalled in power. There were women wise in statecraft.

In the Sri Lanka tradition, Sinhalese women, mostly of royal and noble rank, enjoyed certain individual and social rights that could be easily equated to gender equality, and this, to a great extent, was due to the impact of Buddhism on Sinhalese society. Though this status of women underwent a change due to the long periods of colonial domination, it was during this period that certain women's movements, associated for instance with dynamic national political struggles, emerged with a view to realising political and social objectives. In Sri Lanka, the Women Franchise Union came into existence in 1927 and they demanded the granting of adult suffrage. The Donaughmore Commission responded by stating that, "it was difficult to deny the force of the argument that the women of Ceylon are at least as competent to exercise the vote as the women of India".

The question of women's franchise entered the political discourse as far back as 1943, and it was

during this period that Mr Thambimuttu placed a resolution before the Legislative Council requesting the granting of franchise to women. This granting of adult franchise to both men and women was the single factor that accelerated the process of political modernization. The granting of franchise, apart from its contribution to participatory politics in the country, obliged the decision-makers to pay more attention to the needs of women, and this, in turn, helped in the introduction of social welfare legislation which improved the equality of status of women.

The entry of women into the national legislature began in the early thirties, and this process continued culminating in the ascendancy of Mrs Sirimavo Bandaranaike as Prime Minister, thereby creating a world record as the first woman Prime Minister. By this time, women, enjoying the right to vote and with educational attainments, have entered the political life of the country as both decision-makers and participants in a dynamic political process. Sri Lanka's experience in political leadership which began with the entry of Mrs Sirimavo Bandaranaike has now become a South Asian phenomenon, and this explains the nature of the South Asian societies which have shown remarkable resilience in accepting women as political leaders. This acceptance, in my view, is primarily due to the tradition from which gender equality emerged in the post-colonial period.

With this reference to the unique role of women in the political life of these countries, I would like to venture into a discussion of the role of women in the management of higher education institutions. One cannot examine this question without making an attempt to understand the impact of the educational developments on the nature of socialization of women as participants in various fields of activity. In Sri Lanka, democratic politics demanded an expansion in the educational opportunities, and it became the central element in the welfare-style development policy which came to be adopted by successive governments since independence in 1948. The expansion of educational opportunities, especially as a result of the introduction of the Free Education Scheme, led to a situation where gender disparities in education became very minimal, and in terms of both enrolment and participation there was near-gender equality. This was reflected in the universities sector as well. Since 1942, there has been a remarkable increase in the number of women students entering Sri Lankan universities. In 1942, female participation at the university level constituted 10.1 percent; in 1970 it reached 44 per cent. In 1984, it was 43.6 per cent. In other words, out of a student population of 18,692, there were 8,273 females. This shows that there was a proliferation of female students in universities in Sri Lanka, and this, if properly tapped, could enhance the productive capacity of the country's informal sector.

Now I would like to devote my attention to women in the higher education sector of this country. I have already referred to the dramatic increase of women students in universities in the period 1942-1984. This increase was largely in the Arts faculties, and it was partly due to the absence of opportunities to study science subjects in the schools. There was a corresponding increase in the intake to Medicine and Science faculties; the intake to Engineering, until very recent times, remained very low. This increase in the enrolment of women undergraduates was due to a variety of social and economic factors, the main one being the changing social and economic role of women. Sir Ivor Jennings, writing on the higher education of women in 1948, stated that "the majority of our women graduates do not enter professions; they marry and bring up families. We do not regard this as a 'waste'. It must be remembered that our main function is to produce not lawyers and doctors, teachers and scientists, but educated citizens". This was the perception but now it has undergone a remarkable change, according to which women students seek to enter the main professions.

In the sphere of higher education, the principle of sex equality came to be recognised from the very inception of university education in Sri Lanka, and women, therefore, cannot be regarded as a disadvantaged group as far as educational opportunities are concerned. Yet opportunities in the economic environment were limited and the majority of women graduates entered the teaching profession. Despite the availability of opportunities in the teaching and other professions, the number of unemployed women graduates began to increase, resulting in frustration and discontent which later contributed to the creation of a climate of social instability. In 1972, it was revealed that nearly 40 per cent of women Arts graduates were unemployed; under-employment amounted to nearly 65 per cent. It is difficult to attribute this to any gender discrimination; in my judgement, it is due to the failure on the

BEST COPY AVAILABLE

part of the education system to adjust itself to the changing needs of the economy. Today, the unemployment rate in the country for females is 21 per cent as against 9 per cent for males, and this shows the extent to which a large majority of women still live under economically deprived conditions. This has motivated a large number of women from low income groups to go in search of employment in the West Asian countries. It is true that social and political modernization contributed a great deal to change the status of women; despite such changes there are traditional values and socio-cultural prejudices which still make them vulnerable in a society which is getting itself transformed.

In Sri Lanka, women, who constitute nearly 50 per cent of the island's population, have shown equal competence and capacity in handling problems facing the country, and thereby they have contributed to the development of the country as a valuable human resource. The Sri Lankan Constitution guarantees equal opportunities for both men and women, and despite this progressive element in the Constitution, the percentage of women holding positions at the higher management level is minimal, and this is true of major professional services in the country. According to a recent survey, the percentage of women in political and administrative decision-making positions is within the range of 0-5 per cent on average, and this ration is insufficient in a country where literacy is more than 86 per cent. This gender inequality is prominently seen in private sector establishments where the managerial hierarchy is totally male-dominated. In the entire private sector, there are 16,688 positions of which 2,820 are held by women, or 16.9 per cent of the total. In the public service, where the recruitment criteria recognise gender equality, there are 445 positions, out of which 57 positions or 12.8 per cent are held by women.

I would like to refer to the higher education sector, which is the theme of this conference. This is a sector where male participation is very predominant, and it is a legacy that is not fast-changing. In the universities sector, there are 88 Deanships out of which there are only 6 women Deans. This is 15.8 per cent of the total number. There are 202 Heads of Departments, of which only 35 per cent are women. This is 17.3 per cent of the total number. I wanted to quote these figures in order to show that there is poor representation of women at higher decision-making levels in the country and this in spite of the unique situation where both the President and the Prime Minister are women. This unique contribution is unprecedented in the annals of political history in the world. The failure to give due representation to women at higher decision-making levels has had an adverse effect on individual development and national development, and this imbalance needs to be corrected early if we are to accelerate the process of economic and social development of the country.

In concluding this presentation, I would like to quote from Rabindranath Tagore. This is what he said; "The union of men and women will represent a perfect co-operation in the building up of human history on equal terms in any department of life". It is therefore, my sincere wish that you, as distinguished academics, coming from different parts of the world, would give thought to these matters in the course of your deliberations. I wish you a very pleasant stay in Sri Lanka.

Address by Dr Jasbir S Singh, Chief Programme Officer, Education Department, Commonwealth Secretariat

Distinguished Ladies and Gentlemen, I am truly delighted to be here today in Colombo at the start of the Commonwealth Higher Education Support Scheme or, as it is known, CHESS South Asia Region Workshop on Women and Management in Higher Education. This workshop is jointly hosted by the Commonwealth Secretariat and the University Grants Commission, Sri Lanka. Other partners in this enterprise are the Association of Commonwealth Universities and UNESCO.

First, then, let me, on behalf of the Commonwealth Secretariat and other sponsors of the programme, say how pleased we are to be a part of this happening. It is extremely gratifying to see so many of you from the government and the higher education institutions here today to lend your support to this endeavour. I would like to say a special word of welcome to the participants and the resource persons to the workshop. I bring to all of you greetings from the Commonwealth Secretary-General, Chief Emeka Anyaoku, and from the Directors of the two Secretariat Divisions which have worked towards bringing this workshop together: Dr Mohan Kaul, Director of the Management and Training Services Division, and Professor Stephen Matlin, Director of the Human Resource Development Division.

A quick word about the Commonwealth and what it stands for. The Commonwealth is a voluntary organisation of 53 independent nations. Its people make up a quarter of the world's population and are drawn from a diverse range of faiths, races, languages and cultures. Countries work as equal partners, not by charter, but by shared legacies and experience. They are committed to the fundamental principles of democracy, human rights, just and honest government and a fairer distribution of the world's wealth.

The Commonwealth places a very high priority on gender equity. It has developed a Commonwealth Plan of Action on Gender and Development. The Plan was presented to the World Conference on Women in Beijing and was last year endorsed by Commonwealth Heads of Government in Auckland. The Plan, which represents the new Commonwealth vision for women towards the year 2000, marks a shift from merely women's issues to gender issues. The gender and development approach seeks to integrate women's needs into the wider picture, calling for the different life courses of men and women to be considered at an early stage and emphasising the need to monitor the different impact of policies and programmes on women and men, girls and boys. It addresses issues by considering the status of both sexes. Thus all Commonwealth activities are required to be gender sensitive and help implement the Plan through strengthening institutional capacities and national women's machineries, establishing gender management systems, mainstreaming gender issues into all policies, ensuring more equitable sharing of resources, promoting equity of outcomes and monitoring the integration of gender issues into all policies.

Today management training programmes are in abundance and the rationale for funding and planning for a series of activities specially designed for women requires some reflection. Universities in the developing Commonwealth countries face shortages in their professional and managerial human resources. The recruitment of women into all levels of management in higher education will address this problem by increasing the available indigenous pool of managers. What appears ostensibly as a narrow focus for concentrated activity is in reality a major contribution to institutional development and the development of the country as a whole. More importantly, the inclusion of women needs to be seen as integral to the overall development of the institutions in terms of both equity and quality.

The facts are well known. Women are grossly under-represented in higher education management. Let me give you a few examples. The National Commission on Higher Education in South Africa reports that in South Africa 68 per cent of all teaching and research staff employed were men compared to 32 per cent women. These disparities increase with rank, so much so that it is at the senior levels that the absence of women is most conspicuous. In 1992, across the universities, 26 per cent of all senior lecturers, 15 per cent of associate professors and only 6 per cent of professors were women. Data from India, quoted in a study by Suma Chitnis, indicate that of the university level institutions about 6 per cent have women Vice-Chancellors, 21 per cent senior administrative officers, and 10 per cent heads of departments and principals of constituent colleges. A similar report from Sri Lanka by Chitra

Karunaratne points out that despite a 47 per cent enrolment of women in universities in 1995, there was only one woman Vice-Chancellor, 5 women Deans out of a total of 43, 10 per cent women in professorial grades, 20 per cent Associate Professors, and 35 per cent senior lecturers.

A recent UNESCO-Commonwealth report on women in higher education management summarises that "in spite of advances which women have made in many areas of public life in the past two decades, in the area of higher education management they are still a long way from participating on the same footing as men. With hardly an exception the global picture is one of men outnumbering women at about five to one at middle management level and at about twenty to one at senior management level. This is not only a feature of education systems in developing countries which are still close to their agrarian roots but also of higher education systems in North America and Europe. Women deans and professors are a minority group and women vice-chancellors and presidents are still a rarity" (Dines: 11).

The problem, of course, is not one that can be addressed merely within the confines of higher education systems. Its roots go deep into society and the school system which provides the pipeline into institutions of higher education. We know that girls do well in school and in many developed countries are also doing well in higher education, but yet few enter into postgraduate studies and take up academic positions in universities. Among those who do, the majority remain in the lower ranks of academia. The Commonwealth does its bit in trying to improve the pool of candidates by encouraging its governments to target Commonwealth scholarships to women. The situation over the years has improved but at the last reckoning in 1993 women still comprised only 33 per cent of all Commonwealth scholars and fellows.

A large number of factors have been identified as contributing to the poor representation of women in higher education management: discriminatory appointment and promotion practices; the burden of dual responsibilities of traditional and professional roles; attitudes of the spouse; career interruptions because of breaks for child-bearing and child-rearing; male resistance to women in management positions; and absence of policies and legislation to ensure participation of women. Yet even when some of these barriers have been overcome, an increasing number of competent women find themselves blocked to the very top positions, and there is a feeling that other more subtle factors are at play and there appears a glass ceiling preventing women from moving into the highest positions. These are filled on the basis of "trust and rapport, patronage or cloning". Reasons advanced for not appointing women may be that "it is a hard job"; "we need someone who understands the culture"; "we must have someone totally committed to the job" (Dines: 23).

The Commonwealth Secretariat has identified two approaches to redress the situation:

1. *Strategies which will enable women in higher education to cope better with their multiple roles and to become more competitive vis-à-vis men to be appointed to the key management positions*. Focus is on the need for women to adapt - to compensate for their socialisation deficits.

2. *Strategies which will facilitate change in the administrative and management structures of universities*. As Sheryl Bond, one of our resource persons here, points out, this view upholds that it is the disadvantageous position of women in the organisational structure (few numbers, little power, limited access to resources) which shapes and defines the behaviour of women. The underlying premise of this perspective is that men and women are equally capable and committed to assuming positions of leadership. The 'problem' is vested in the structure and the remedy is a fundamental change to eliminate inappropriate discrimination in institutional policies and practices.

It seemed that interventions had to be made on two fronts: changing the management structures and on enhancing the capacity of women to enable women in universities to 'break through the glass ceiling', the invisible barrier which prevented women from moving into top management positions.

To address these issues and to raise the profile of women in higher education, the Secretariat initiated a Women in Higher Education Management Programme for which the Association of Commonwealth Universities offered to be the implementing agency. The ACU-CHESS Programme has as its key objectives:

- to increase the effectiveness of women administrators in higher education institutions in the Commonwealth;
- to improve the management of higher education institutions in the Commonwealth;
- to develop training strategies and materials for women administrators in higher education that may be adapted for use in the various Commonwealth regions;
- to provide training opportunities and support for the development of indigenous trainers and consultants at national and regional levels; and
- to assist in the development of a Commonwealth-wide network whose members will be encouraged to provide one another professional and moral support.

I would like to emphasise that the ACU-CHESS Programme for Women in Higher Education Management has a long-term strategy for enhancing the role of women in higher education. The programme aims "to facilitate, over the next five years, the development of women in Commonwealth universities so that they can use their academic, administrative and, above all, their management skills in contributing to the institutional development of universities, thus securing a significant increase in the number of management positions women hold, as universities redefine and develop their role to face the twenty-first century".

Past workshops have highlighted two crucial needs to sustain this work:

- the identification and development of a group of core trainers across the Commonwealth who can network with each other and provide leadership in future training activities/initiatives; and
- the ready availability of reliable and user-friendly training materials which could be used by other trainers.

During the last two years the Secretariat commissioned six training modules which were presented at two pan-Commonwealth workshops held in Port Moresby, Papua New Guinea, in June 1995 and in Cape Town, South Africa, during May 1996. The workshop brought together senior women managers and trainers who discussed, evaluated and revised the training materials prior to publication and distribution for use at regional, national and institutional levels. The modules commissioned were:

- *Management Development for Women*: a trainers' handbook which provides a basic level of information about good training practices.
- *Women's Studies as a Catalyst for the Advancement of Women*. The module aims to help "create and/or strengthen a cadre of women leaders on the various campuses, who by their involvement in research, teaching, outreach and advocacy within the university system can transform the now present male dominated pattern of gender relations within the institution".
- *Managing Personal and Professional Roles* which dealt with the multiple roles that women play in society, and the often expressed dilemma of managing all those roles and achieving a balanced life.
- *Women and Research* which argues that research prowess enables women to take their share of professorial and managerial positions and suggests strategies whereby women can improve their research capacity and visibility.
- *Women in Leadership Positions* which provides knowledge and skill in the domain of academic leadership, pointing to a leadership style strongly associated with women which can be seen as complementary to but different from the leadership style strongly associated with men. The module urges that women have the right and the obligation to assume leadership positions in the university.
- *Women and University Governance* which enables women to operate effectively within university structures an to understand the importance of participating in the process involved.

A selection from these training modules will be presented and reviewed at this current workshop.

The present workshop has brought together from the South Asia Region - Bangladesh, India, Malaysia, Pakistan and Sri Lanka - senior women managers and trainers responsible for staff training and development within their universities. The objective of the workshop is to provide women with the skills and resources needed to facilitate the development of women managers and leaders in the university, with particular emphasis on the skills and processes needed to secure commitment within the university to an increased role for and presence of women at senior levels.'

We hope that at the end of the workshop we will have familiarised the participants with the trial resource materials, and have established a network of key trainers who will play a critical role in advancing this work at their national and institutional level.

Specific outcomes the Secretariat expects from this workshop are:

- wider distribution of the training materials which we expect to publish as part of a series of training modules;
- to generate national level activity in those Commonwealth countries represented here;
- to raise the awareness among women and university administrations of the issues, problems and solutions pertaining to women's participation in university management; and
- a network among Commonwealth university women in the South Asia region with a common agenda.

This workshop, we hope, will be the beginning in the South Asia region of concentrated work on establishing concrete strategies to help women advance their careers in higher education institutions. We hope that here in Sri Lanka and the other countries represented you will adopt some of the targets of this programme which are relevant to your needs. These may include a commitment to increase the number of women in post-graduate studies and in university management, the adoption of a charter for women academics which will legislate for equal opportunities for employment and promotion, the development of women's studies as an academic discipline to underpin and inform these aims and activities, or the incorporation of women's perspectives in management.

Sri Lanka seems to be the ideal place from which to send this message to its neighbours. I should mention that this is not the first time Sri Lanka has addressed this issue. A SAARC seminar was held here to consider the position of women in higher education. Sri Lanka enjoys one of the highest levels of female literacy and enrolment in higher education. There is no doubt that there is a significant pool of women who can aspire to fill these positions which have tended to be the domain of men. Sri Lanka surely does not suffer from a lack of role models to emulate. With the only country in the world graced by a lady President and Prime Minister, there seems to be no better ground for nurturing the development of women to play a more eminent role within the management of universities. As a matter of fact, in the whole of South Asia there are outstanding examples of political leadership by women. No other part of the world can boast of a cluster of eminent women - Indira Gandhi, Begum Khaleda Zia, Sheikh Hasina, and Benazir Bhutto. The problem therefore is not of an absence of calibre but of women at this level working towards putting themselves forward and being determined that they have a great deal to contribute to this endeavour.

Before I close my address I would like to express the Commonwealth Secretariat's gratitude to the large number of organisations and persons who have made this workshop possible.

First I must say thank you to the Government of Sri Lanka and the University Grants Commission, Sri Lanka, for their invaluable contribution for kindly co-hosting this workshop. The University Grants Commission officials, the Chairperson Professor Tilakaratne, the Secretary Ms Chitra Karunaratne and their staff have provided unstinting service in enabling this workshop to be realised. They have been liaising with us for nearly a year - putting in an application for funding from the Commonwealth Fund for Technical Co-operation and planning the programme. Ms Karunaratne has worked tirelessly drawing up the programme, identifying and inviting participants and key resource persons, distributing documents, and attending to the numerous arrangements for the local facilities and hospitality. The arrangements for today clearly dem-

onstrate the attention that has been paid to detail to ensure a successful workshop.

I would particularly also like to express our appreciation to Ms Swarna Jayweera of the Centre for Research on Women for her support and co-operation in the planning and execution of this workshop.

I would like to express my gratitude to the international resource persons - Professor Indira Parikh of India, Professor Sheryl Bond of Canada, Dr Sue Johnston of Australia and Ms Anne Gold of Britain - who have agreed to facilitate the workshop. We are equally grateful to the overseas participants from Bangladesh, India, Malaysia and Pakistan and the local participants who have all given up their valuable time to be here to share their experiences of good practice in enhancing the participation of women in higher education in their own countries. I look to them to be the torchbearers for future activities in the region and look forward with enthusiasm to a situation where women share an equal role with men in the management and development of higher education.

And last, but by no means least, I would like to acknowledge the continued support to this programme we receive from the Association of Commonwealth Universities and UNESCO.

In the usual esprit de corps of the Commonwealth, we look forward to a fruitful workshop whose outcomes will influence future trends and developments in this Commonwealth initiative dedicated to enhance the status and participation of women in higher education management.

Welcome and thank you.

Appendix C

Women and Management in Higher Education
South Asia Workshop
5-11 January 1997

PROGRAMME

Sunday January 5 1997	
AM	Optional
PM (4.00 - 6.00 PM)	Inauguration & Welcome
Monday 6 January 1997	
8.30 AM	Registration **Women & Management in Higher Education - The South Asian Experience** Chair - Dr Jasbir Singh Rapporteur: Dr Kamala Liyanage
9.00-10.30 AM	Country presentations Bangladesh India Malaysia Pakistan Sri Lanka
10.30-11.00 AM	TEA
11.00-12.30	**Synthesis, Problems, Constraints** Professor Swarna Jayaweera Discussion
12.30-1.30 PM	LUNCH
1.30-5.30 PM	**Management Development for Women: Training the Trainers** Chair - Professor Indira Parikh Rapporteur - Dr Wijaya Jayathilake Resource Person - Ms Anne Gold
6.00 PM	Visit to the University of Colombo
Tuesday 7 January 1997	
	Managing Personal and Professional Roles Chair - Professor Sheryl Bond Rapporteurs - Professor Chandra Gunawardena, Professor Sneha Joshi Resource person - Professor Indira Parikh
9.00-10.30 AM	Social Systems & Social Roles

11.00-12.00 PM	Work Systems and Professional Roles
12.00-1.00 PM	LUNCH
1.00-2.30	Integrating Social and Professional Roles
2.30 - 3.00 PM	TEA
3.00-4.00	Role and Identity of Women and Men in Educational Institutions
4.00-5.00 PM	Review of the Module
6.30 PM	Sri Lankan Hospitality

Wednesday 8 January 1997

9.00-10.30	Panel Discussion: Women and Leadership in Higher Education Professor S Tilakaratna (Chair) Professor Savithri Goonesekera Professor Carlo Fonseka Ms Rohini Nanayakkara Dr Wimala de Silva Dr G D Sharma Rapporteur - Professor Swarna Jayaweera
10.30-11.00 AM	TEA
11.00 -12.30 PM	Discussion
12.30-2.00 PM	LUNCH
AFTERNOON	Visit to the Centre for Women's Research
EVENING	Dinner at Ocean Villa Beach Hotel, Kalutara

Thursday 9 January 1997

	Academic Leadership Chair - Ms Dorothy Garland Rapporteur - Dr Zalia Mustapha Resource Person - Professor Sheryl Bond
9.00-10.30 AM	Knowing Yourself as a Leader
10.30-11.00 AM	TEA
11.00-12.30	Advancing the Work of your Colleagues
12.30-2.00 PM	LUNCH
2.00-3.30 PM	Chair - Professor Sue Johnston Inspiring Others: Having a Personal Vision which Contributes to Institutional Advancement
3.00-3.30 PM	TEA
3.30-4.00 PM	Getting Things Done in a Collegial Environment
4.00-5.00 PM	Building a Reputation as a Leader: Credibility
5.00-5.30 PM	Review

BEST COPY AVAILABLE

Friday 10 January 1997

	Chair - Professor Swarna Jayaweera Rapporteur - Dr Veena Poonacha Dr Tahera Aftab
	Women & Research Resource person - Professor Sue Johnston
9.00-10.30 AM	Women & Research in Universities: What are the Issues?
10.30-11.00 AM	TEA
11.00-12.00	Possible Agenda for Action
12.00-1.00 PM	LUNCH
1.00-2.30 PM	Creating Mentor Relationships
2.30-3.00 PM	TEA
3.00-4.30 PM	Working Collaboratively & Networking
4.30-5.30 PM	Conclusion of workshop and plans for follow up action
Evening -7.30 PM	Cultural Show & Dinner hosted by the UGC, Sri Lanka (Trans Asia Hotel)

Saturday 11 January 1997

Trip to Sigiriya

APPENDIX D

South Asia Workshop on Women and Management In Higher Education

Sri Lanka 5 - 11 January 1997

EVALUATION

1. How would you rate this workshop in general? Please ring the appropriate number below:

Very effective		*Effective*		*Ineffective*
1	*2*	*3*	*4*	*5*
10	8	7		

2. What have you gained from this workshop
a. as someone with staff development responsibilities?

- Some inputs can be well-blended into faculty orientation programmes for staff development
- realisation of the need for training programmes for women and men managers in higher education (HE) (3); the cynicism I had about the efficacy of such workshops is somewhat reduced
- self-management; equal opportunities
- awareness; concern; motivation
- focus on identifying strengths and weaknesses of leaders; techniques for reaching agreement; co-ordinating; sharing experiences (3)
- understanding of interpersonal relationships and the need to develop a nurturing environment
- training techniques (4); strategies used by other countries/institutions/ individuals (3); networking (3); closer understanding of the psychological factors involved; value as a learning experience by itself
- awareness of problems faced by women in HE management (4); how to encourage and stimulate younger staff to maximise their potential for development
- as a participant from a country with no gender bias I never thought for a moment that women had so many problems: my university is young with a number of young female staff and this workshop has certainly helped me to identify their needs and help them to shine in both research and other academic activities
- need for research to support training
- alternate approaches for development of women
- need for structured programmes for development of women in HE
- strategies for institutional advancement
- my attitude towards the subjects discussed has changed - considerably
- understanding my responsibility to enhance the capabilities of women academics in my faculty by providing support to them; to give priority to organisation of seminars and workshops to enhance research capabilities and share knowledge
- resource materials; ideas; contacts
- importance of mentoring women researchers; importance of empowering women researchers and academics
- self search/introspection in understanding of leadership process

- lots of information on facilities available in the region, and also the mechanism in which you could proceed further
- how the development of staff could be done with resources available; to identify the problems and constraints to staff development
- women need mentoring for empowerment; each women who gets to the top has to counter many hurdles which it can help the younger women to know about
- how to effectively develop linkages for the promotion faculty
- taking a more realistic approach to staff development; understanding people have different opinions depending on frame of reference
- women in positions of power need support from those under them and it can be very 'lonely up there'
- skills to interact effectively in a large heterogenous group; skills to generate access to the processes and content; insight to direct efforts to balance personal and professional roles and create a 'space' for myself in a patriarchal society

b. as a manager

- was sensitised as a manager to issues of gender in management in HE (4)
- began to understand the need to develop greater sensitivity to the predicament and needs of those I manage (2)
- promote women colleagues; manage efficiently teaching and research
- motivation to set new programmes; to encourage colleagues and junior members to make the responsible bodies aware of the issues and the need for change
- how to be an effective manager; how to develop skills and frame visions for future
- the qualities of good (academic) leadership (3)
- empathy with others (2)
- stimulation to become an improved manager; awareness that women may have a different management style which can be made use of effectively
- women can be good leaders without emasculation, show of emotion need not be perceived as a weakness (4)
- as an administrator, it has helped me to work in groups and to learn or bow down to opinions expressed by others
- a good manager should listen to all and then take a decision - this is what I have gained
- how to plan and organise various programmes; do's and don'ts
- integrating different roles of women - managing personal and professional (4); actions required at micro and macro level in promotion of women in HE; group approach to problem solving and advancement
- to review existing structures and procedures in relation to the difficulties experienced by women academics; to delegate responsibilities to enhance capabilities of women - to include both men and women in bodies pertaining to diverse areas
- training processes (3)
- self awareness; concepts; methods
- management skills to understand needs and requirements of others (2); support of young women who need direction in growth as a researcher and teacher
- issues and methods of implementing both at teaching, administrative and research level
- need to develop managerial skills for women managers and potential
- time management is important (2)
- women must have awareness to make male members share the household responsibilities - learned more theoretical things
- encouragement from various experiences of various academics; have more opportunities to develop my training programmes

- learn from the experiences of other participants

3. **Which aspects of the workshop were the most helpful/useful to you? Why?**

- All the workshops were helpful as each had a role to play, from preparing us as to the dynamics of group work (of very highly experienced and less experienced people) to qualities of leaders to process of understanding of our own 'socialisation ' manifested in our day-to-day work and work behaviour to importance of research as a mode of strengthening our ability to solve problems and to arrive at well thought-out strategies to addressing strategies to addressing those problems
- Module on 'Integrating Personal and Professional Roles' was very effective and can be well blended with our own institutional module, helped me understand how I could support women academics under me because until now, I had believed in behaving as a gender neutral manager, insightful and extremely sharing - isolation felt by each of us, learning of techniques for personal growth and professional growth (7)
- session on 'Women and Research' was stimulating and rewarding - it has given me a new insight to rethink and develop new issues of concern and commitment for women in development - had never for a moment thought I should look into activities of faculty staff, but now realise that it is the responsibility of a Dean as well as a Head, this area is primarily my concern/responsibility for the purpose of promoting and strengthening women's studies, mentoring/role models - acting as role models could give support to direction of young women's research (8)
- the small group dynamics that were central to the workshop
- small group interaction helps candid expression of one's ideas/experiences in a reassuring set-up and helps clarify issues, interaction and brainstorming was most useful (5)
- questionnaires/rating scales; team work; time management - utilising the resources - resource materials and modules given to enable planning and conducting workshops - these are not readily available (2)
- participatory approach
- various methods and processes of teaching and learning
- methodology of conducting workshops because of first hand observation
- training methods adopted by resource persons who did an extra good job, management development for women - training the trainer (5)
- psychological excursions
- hitherto underestimated perspective; psychodrama technique innovation in training; it shocked me, touched me and made me more attentive to the whole workshop (2); strategies at different levels
- to be put to immediate use
- sharing experiences
- provides insights into how things are done and can be done (3)
- role of CHESS for development of women in HE
- some aspects of theoretical inputs discussed
- how adults learn the flip-chart
- meeting other persons from my own country!! The South Asian experience on Women and Management in HE (2)
- academic leadership - gave an insight to the way one could adapt in situation, also well presented, made me re-evaluate my potentials and weaknesses (3)

4. **Which aspects of the workshop should be strengthened? Why?**

- modules used by some of the resource people were not their own but based on modules available in books. Innovative aspects would have been blended in to make it more interesting

- choice of resource persons from the region would help contextualising of issues and removing cultural barriers
- instructional strategies need to be based on the target group; feedback is important from the group - at the beginning of each day - recapitulation - small group feedback (6); educational technology could be used for discussion, rather than talk/chalk
- none (5)
- need to strengthen aspects of handling conflict and tensions in departments
- further strategising particularly with respect to social and institutional structures
- perhaps more practical participation in certain aspects e.g. role model and psychodrama concerning mentoring
- research into managerial aspects
- more time for sharing experiences
- monitoring and management skills required for academic heads
- theoretical input can be strengthened
- little more content and coherence in some sessions
- moderatōr should exercise firmness to reduce the monopolising of the discussion of a few participants to enable wider participation
- linkage between sessions and relate to objectives
- it was well organised. Maybe 5 days was too long to be away from a responsible position. If some country problems were analysed and discussed it may be good
- administrative aspects - as the participants were not all academics, a little more emphasis should have been given to the administrative aspect.
- could have sent some questionnaires in advance to be filled in ahead of time to start the ball rolling mentally
- should pay a little more attention to practical aspects
- time management - wish it can be eased out more - very tight

5. **Have the teaching methods used been:**

   Helpful to your learning? *Yes* (25)

   Unhelpful to your learning?

   In what way?

- Sensitising to new ways of presentation by some, some of the skills used were effective and can be emulated, overall enriching experience
- I would like to use some in the many programmes of training/orientation I organise (6)
- teamwork was promoted; understood potential of others; brainstorming
- participating
- even though there is a need for adaptation
- as I said before, I never thought of gender bias
- interactive nature has been very useful
- expand training perspectives, especially Day 2
- methods utilised allowed the group to discover on their own. Since the structure was not closed or rigid, it allowed for an extremely fruitful learning-through-sharing process to develop
- the use of proformas and questions have kept the group on task
- in giving more experience, improving knowledge on theories, and developing skills
- this has provided a new technique of learning and sharing
- flip-chart. The role of the facilitator very impressive in Adult Education
- connectivity
- the resource persons provided the role models to generate ideas, divergent thinking and critical evaluation to arrive at solutions in a novel situation

6. **Bearing in mind the time limitations and the aims of the programme - to equip participants with the skills necessary for organizing training programmes in this field in their own institutions/regions - is there anything you would wish to have included which would improve the workshop?**

- situational learning module could be created to reflect more on thinking styles of participants
- more time for success stories and frustrated plans would help build up models for replicating (2)
- case study technique; 'games' - simulated exercises, In-Basket techniques
- none (8)
- a clear discussion about follow-up and the mechanism of that; role of Commonwealth Secretariat in the follow-up to this workshop
- it was extremely general - could have dealt with specific content and situations
- more time; more structuring to certain sections; practical management for women
- a practical demonstration by groups of participants on actually planning workshops (perhaps an abbreviated one) with demonstration of skills of a facilitator/resource person, may have given some confidence to participants, but this may be difficult in a 5-day workshop
- experiences of individuals which would illustrate a point
- perhaps you could have input variety if you incorporated other training methods as well - role plays, case studies, etc. However, there was substantial variety in the present programme - on-going review feedback
- constantly relate to the training module that was followed - the connections were not made clearly
- perhaps more material to read and take home; more time to interact with other participants as each of them is a super story in herself
- a case study or two to highlight the experiences of women managers who have shattered the glass ceiling
- audio tapes of the resource persons on their topic which could be used as source material
- one session on gender sensitisation
- a separate unit on Women's Studies
- more examples - topics of small group discussions should be expressed more clearly - often I would go to the group not knowing what the question was

7. **Any other comments?**

- A grand opportunity to meet intellectual women in the South Asia region; all members of the team from UGC Sri Lanka (headed by Chitra) have done wonderful job. The workshop was very well organised. My special appreciation for all of them. Special appreciation for Jasbir from Commonwealth Secretariat. My appreciation is also for all the wonderful resource persons
- It was a Good Experience
- Promotion of collaborative work is appreciated, but we must not try to work against nature
- Duration may be extended to 7 days
- Some of the psychodynamic techniques used in self-management were extremely intimidating and disempowering. The instructions were not clear and it was conservative. It was contrary to the needs of initiating social change
- more participation from all; not permit dominating individuals to hold ground all the time
- Well done!
- the combination of formal and informal methods of learning was very good
- some participants dominated and wasted a lot of time putting their point across - management! There were two competing objectives - 1. training us to be trainers and facilita-

tors, 2. adapting the material for our use - I was lost somewhere along the way, but benefitted in an overall manner

- this has been a most enriching and insightful experience. I learnt and understood more about myself and my managerial abilities (and shortcomings) and those of my colleagues than I could have otherwise done; each of the resource persons provided us with information which would have a long term effect
- we need a day's break as a tight programme makes participants feel exhausted
- inviting more than one person has been very good. It is likely to generate more efficient follow up
- if we can have more resource persons from our own region it will be more fruitful; and the organisational activities could be divided among several groups - it would be easy for the organisers
- it has been a learning experience at the same time it has further convinced me that the strategies and action plans implemented by us at Karachi University are moving in the right direction as these are similar to what we have discussed at this forum
- I would really like to get involved in more workshops such as this
- it was an excellent opportunity to participate in a highly organised workshop aimed at Women and Management in HE